

Eastern Kentucky University
College of Education
CED 100, Clinical I and CRN, XXXXX
Fall XXXX

Professor's Name

Professor's Office #

Professor's contact information (phone and email)

Catalog Course Description:

CED 100 Clinical I: Introduction to the Education Profession. (N/C). I, II. Guided laboratory-based experiences emphasizing the identification and assessment of the roles and responsibilities of teachers and other education professionals and components of the education system. (laboratory-based clinical experience – a minimum of 20 hours is required; additional hours may be required based upon candidate performance). Must earn B or higher for professional education. Accurate and complete entry of clinical hours in KFETS system required prior to course completion.

Text(s): (with dates, supplemental texts and other required readings or references)

Materials related to student learning outcomes will be presented.

Student Learning Outcomes:

The prospective educator or candidate will:

Student Learning Outcome	KTS/IECE	InTasc	PGES	ISTE	CAEP
1. Identify the professional roles and responsibilities of education professionals.	KTS 7	9, 1	4		1
2. Describe public school design at all levels.	KTS 7	9	4		1
3. Demonstrate professional dispositions aligned to the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.					1

Evaluation methods:

The clinical evaluation is based upon the candidate's ability to perform successfully on guided teacher performance assessments and demonstrate professional dispositions expected of the profession. Candidate will spend a minimum of 6 hours assisting teacher in an assigned classroom.

Evaluation Project/Item	SLO
Walk through document and reflection	1, 2
Disposition Evaluation	3

Aligned Rubric/Scoring Guide for Project/Item:

	Emerging	Developing	Competent	Exemplary
STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING				
<p>7.1 Uses data to reflect on and evaluate student learning</p> <p>InTasc 9: PGES 4; ISTE 1;CAEP 1</p> <p>Reflection on Grade Levels: EPSB Standards for Admission to Student Teaching 16 KAR 5:040 3.(3) (a)</p> <p><i>...candidate clearly able to write about the experiences, differences and can match the Kentucky Teacher Standards to specific school or grade level activities/observations</i></p>	Collects data to evaluate student learning	Reflects upon student learning with limited reference to or inaccurate representation of data	Reflects upon and accurately evaluates student learning, providing examples and/or citing relevant and accurate student performance data to determine patterns and/or gaps in learning	With a collaborative team, consistently monitors and accurately evaluates student learning, providing examples and/or citing relevant and accurate student performance data to determine patterns and/or gaps in learning

Disposition: Communication InTasc 9	•Inconsistent in ability to effectively and	•Works with other adults and has developed	•Works with other adults and has developed skills of collaborative interaction	•Works with other adults across the school and community (e.g.,
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	<p>appropriately communicate in virtual and face to face contexts with other adults</p> <ul style="list-style-type: none"> •Inconsistently speaks and writes in a professional manner (e.g., using academic language, Standard English) 	<p>skills of collaborative interaction appropriate for both face to face and virtual contexts (speaking, writing, and listening)</p> <ul style="list-style-type: none"> •Developing the ability to consistently speak and write in a professional manner (e.g., using academic language, Standard English) 	<p>appropriate for both face to face and virtual contexts (speaking, writing, and listening)</p> <ul style="list-style-type: none"> •Consistently speaks and writes in a professional manner (e.g., using academic language, Standard English) 	<p>professionals, students, families, paraprofessionals) and has developed skills of collaborative interaction appropriate for both face to face and virtual contexts (speaking, writing, and listening)</p> <ul style="list-style-type: none"> •Consistently speaks and writes in a professional manner (e.g., using academic language, Standard English) •Knows how to contribute to a common culture that supports high expectations for student learning
Disposition: Professionalism	Limited ability to demonstrate appropriate professional appearance, preparedness, attendance, and punctuality.	Inconsistently demonstrates appropriate professional appearance, preparedness, attendance, and punctuality.	Consistently demonstrates appropriate professional appearance, preparedness, attendance, and punctuality.	Consistently demonstrates appropriate professional appearance, preparedness, attendance, and punctuality.
Overall Holistic Dispositions Score	Demonstrates emerging professional dispositions.	Demonstrates developing professional dispositions.	Demonstrates accomplished professional dispositions.	Demonstrates exemplary professional dispositions.

Student Progress: (mechanism for notifying students of progress in the course)

Candidates will be assessed on a continuous basis by the clinical faculty. Candidates will be informed at least one during the course (midterm) by their instructor about overall holistic progress in the course.

Attendance Policy:

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting. In general, excusable reasons for absence from class may include illness; serious emergencies; special curricular requirements (e.g., field trips and professional conferences); military obligation; inclement weather conditions; religious holidays; court-imposed legal obligations; approved accommodations by the Office of Services for Individuals with Disabilities; medically necessary absences due to pregnancy or childbirth; and participation in official university-sponsored activities. Other reasons also may be approved. Students should be prepared to provide appropriate verification of any absence. In the case of excused absences, student will be provided an opportunity to make up class work missed as is feasible. To the extent possible, students should notify the instructor in advance of an absence. Students are encouraged to complete scheduled assignments prior to the absence when possible. If students cannot give advance notice of an absence, they should notify the instructor as soon as possible of the reason for the absence with appropriate documentation.

Last Day to Drop the Course:

See Colonel's Compass

Disability Statement:

The University strives to make all learning experiences as accessible as possible. If you are registered with the ECU Center for Student Accessibility (CSA), please obtain your accommodation letters from the CSA, present them to the course instructor, and discuss the accommodations needed. If you believe you need an accommodation and are not registered with the CSA, please contact the office in 361 Whitlock Building by email at disserv@ecu.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

A student with a "disability" may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks, working. Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Amendments Act (ADAAA).

Academic Integrity Statement:

Students are advised that ECU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.ecu.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Official Email:

An official ECU email is established for each registered student, each faculty member, and each staff member. All university communications sent via email will be sent to this ECU email address.

Course Requirements:

The CED 100 clinical is a total of 20 hours, sixteen in a classroom assisting a teacher, and working with small groups or individual students as guided by the classroom teacher, the Clinical Cooperating Educator (CCE). These sixteen hours will be at the various levels (preschool, elementary, middle school and secondary). The other four hours are guided walkthroughs which require candidate to walkthrough all four levels of the public schools. Candidates will spend one hour in preschool classroom, one in elementary level classrooms, one at the middle school and the last of the four hours in a high school visiting classrooms. The purpose of the walkthrough is for candidates to examine the roles and responsibilities of education professionals and the wide range of career potential of education. Candidates are assigned to various levels of classrooms in order to have first-hand experience at these various levels after the guided walkthrough. When in the classroom(s), candidates are expected to assist the teacher and provide support for the students. Candidates are observed based on professional dispositions by the clinical educator throughout the duration of the twenty clinical hours.